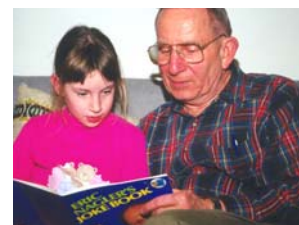




Lifelong Learning Strategy for the City of Vancouver

Lifelong learning results from a continuously supportive system which stimulates and empowers individuals to acquire the knowledge, skills, understanding and values they require throughout their lives.

(Longworth and Davies, 1996)



Prepared by: John Talbot & Associates Inc.
1207 Marsden Court, Burnaby, BC, V5A 3K2
(604) 294-1525



SIMON FRASER UNIVERSITY



BC Association of Family Resource Programs



Vancouver Public Library



Acknowledgements

The preparation of this strategy would not have been possible without the commitment and dedication of the Vancouver Learning City Executive Committee, whose members are listed on page 38, and funding support from the National Literacy Secretariat.

The preparation of this strategy would also not have been possible without the involvement and participation of those people who agreed to be interviewed, who completed the questionnaire and who attended the consultation events.



Executive Summary

The 2004 Provincial Throne Speech committed the Provincial government to ensuring that British Columbia is the most literate province in Canada and a global leader in literacy and learning by 2010. As the host city of the 2010 Winter Olympics and with the eyes of the world soon to be focused on it, Vancouver has taken up the challenge and has become a Learning City. To this end, an Executive Committee, comprised of key stakeholders committed to advancing literacy and lifelong learning in Vancouver, prepared this Lifelong Learning Strategy.

This Strategy addresses the learning needs of all citizens from infancy through to later life, including those in the workforce. It recognizes and builds upon the current efforts of individuals, groups and organizations committed to creating a culture of literacy and lifelong learning in Vancouver, while identifying and addressing barriers and gaps that are inhibiting this from occurring. It recommends a collaborative and inclusive approach to implementation and identified a number of specific actions to improve access to literacy and lifelong learning opportunities in Vancouver.

This Strategy, and the designation of Vancouver as a Learning City, will be instrumental in positioning the City to capitalize on the emerging opportunities and meet the challenges of the 21st century. It will also ensure that Vancouver retains its status as a world class city and as one of the best places to live. A literate, educated and informed citizenry will foster civic involvement, community health, cultural cohesion, individual wellbeing and social inclusion, while building individual and organizational capacity to respond to change and to enhance productivity.

The Executive Committee is committed to this Strategy and will be continuing its involvement during the implementation phase. Its members have demonstrated a willingness to work together in the past and are collaborating on a number of innovative initiatives in support of literacy and lifelong learning. To ensure the Strategy's implementation, the Executive Committee is broadening its base of support through the establishment of a Coalition for Action, currently comprised of over 30 organizations, and is seeking multi-year funding to retain the services of a Project Coordinator.

The Executive Committee believes that the benefits to be derived from this Strategy are substantial and that the price of inaction is far too costly. As evidence, a C.D. Howe Institute study (2005) reported that raising literacy scores by 1.0% relative to the international average is associated with an eventual 2.5% rise in labour productivity and 1.5% rise in Gross Domestic Product. In the words of one member, this Strategy will ensure that "literacy and lifelong learning is an integral part of the fabric of our community, and that everyone from infant to senior, is regarded as a learning citizen entitled to the broadest and finest learning resources and experiences possible."

In 2010, the world will not only recognize Vancouver for its outstanding natural beauty and for its state-of-the-art sporting facilities but also for its exceptional learning resources and its commitment to literacy and lifelong learning. This Strategy will be fundamental in making this happen.

Moving from Planning to Action:

At the Vancouver Learning City Roundtable (January 26, 2006), participants reviewed and prioritized the suggested actions as contained in this Strategy. Based on the feedback received and based on a review of the proposed priorities at two subsequent Coalition meetings (March 6 and May 2, 2006), the Executive Committee prepared a four-year action plan, which formed an essential part of a comprehensive funding request to the National Literacy Secretariat.

The Executive Committee also prepared two related documents, a Learning Cities Annotated Bibliography and a Lessons Learned Document, that informed this Strategy, and will act as resources as the emphasis moves from planning to action. Additionally, the Executive Committee met with the Minister of Education and the Minister Responsible for Early Learning and Literacy. Based on this meeting, the Minister expressed her strong interest in supporting the Vancouver Learning City Initiative. A presentation was also made to the Mayor and City Council and they are supportive of designating Vancouver as a Learning City.

At the heart of this strategy is the belief that learning is essential to personal wellbeing and that personal wellbeing is essential to a vibrant community and a prosperous society.

(Chris Kelly, Vancouver Learning City Executive Committee, 2006)

Introduction

Purpose:

This Lifelong Learning Strategy (hereafter referred to as the Strategy) was developed in support of Vancouver becoming a Learning City. It outlines a vision, goals, actions and a framework in which the City can position itself, through commitment to literacy and lifelong learning, to capitalize on the emerging opportunities and meet the challenges of the 21st century.

The Strategy builds on the capacities of individuals, groups and organizations to contribute to the social, economic and environmental health of the City, while addressing barriers and gaps which inhibit learning from occurring. It emphasizes collaboration and partnership and facilitates stronger linkages between the formal learning (education) sector and the informal learning (home, community and workplace) sector.

The Strategy will create new opportunities for citizens to enhance their education, knowledge and skills, as well as their ability to learn. It will also create a culture of lifelong learning where all children enter school ready to learn; where all children are supported to reach their potential; where youth successfully transition to post-secondary education or employment; where adults and workers continuously learn and are better able to respond and adapt to change; and where seniors remain active in the community, learning new skills and mentoring others.



Lifelong learning is the key that gives access to the 21st century.

(UNESCO's International Commission for the 21st Century, 1996)



Learning is a journey with no set destination or timeframe. It can happen anywhere if one is curious, inquisitive and receptive.

(Lifelong Learning Questionnaire Respondent, 2005)

Table of Contents:

Introduction (Purpose and Desired Outcomes)	1
Background (Definition and History)	4
Context (Trends, Opportunities and Challenges)	5
Organizing Framework	9
Five Major Themes Based on the Consultation	10
Relationship to Other Initiatives	11
Vision Statement	12
Strategic Areas	
#1: Inspiration and Motivation	14
#2: Early Childhood	16
#3: Later Childhood and Early Adolescence	20
#4: Later Adolescence and Early Adulthood	24
#5: Adulthood	27
#6: Workforce	30
#7: Later Life	33
Implementation Framework	36



Desired Outcomes:

This Strategy and the designation of Vancouver as a Learning City will produce a number of desired outcomes, including:

- increased recognition of the importance of lifelong learning;
- enhanced access to learning opportunities for at-risk, disadvantaged and marginalized community members and groups;
- higher enrollment and completion rates for students at all levels;
- higher rates of literacy and numeracy;
- increased access to and use of learning technologies;
- increased citizen engagement and social inclusion;
- increased recognition and support for aboriginal and ethnic communities and their rich culture of learning;
- more collaboration among educators and trainers—the creation of a seamless system;
- stronger partnerships between business, labour and education;
- increased funding and resources to facilitate lifelong learning.

These desired outcomes will contribute to the triple bottom line—i.e., the social, economic and environmental health of the City.

Socially, a more literate, educated and informed citizenry will be better able to contribute to and participate in all facets of community life. They will also be more aware, respectful and welcoming of different beliefs, ethnicities and lifestyles. These qualities will act as catalysts for building healthy, inclusive and safe communities.

Economically, a more literate, educated and informed citizenry will enhance employee productivity; facilitate innovation and research; and build business and labour capacity to respond to change. These qualities will contribute to business and community sustainability, effectiveness and productivity.

Environmentally, a more literate, educated and informed citizenry will be better able to make consumer and lifestyle choices which support sustainability, while working cooperatively to develop innovative and unique solutions to address environmental challenges.

The focus of a learning community is on building individual and community confidence, finding better ways of getting people engaged in the learning process and improving pathways through a seamless system.

(Australian National Training Authority, [National Marketing Strategy](#), 1999)

Profile

In 1995, commitments were made by the major education and training organizations in Birmingham, England, to significantly improve the levels of literacy, language and numeracy for all citizens. To accomplish this goal, Birmingham became a Learning City and organizational structures were put in place and resources allocated to create system-wide changes, emphasizing collaboration and partnership, as well as new approaches to learning.

Within the first eight years, the results were impressive. For example, the skill levels of children entering school had doubled; the skill levels of children leaving primary school had also doubled; language and math scores had climbed faster than the national average; and major increases had been made in the levels of adult literacy and language skills.

(Birmingham Core Skills Development Partnership, [The Story So Far](#), August 2003)

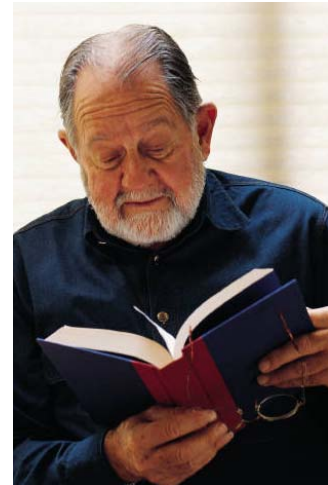


Executive Committee:

An Executive Committee was established to oversee the development of the Strategy and the designation of Vancouver as a Learning City. This Committee comprised a cross-section of learning organizations, from early childhood development to adult and continuing education, in the City of Vancouver. These organizations included:

- BC Association of Family Resource Programs
- BC Council for Families
- Britannia Community Services Centre Society
- Literacy BC
- Vancouver Community College
- Vancouver Public Library
- Vancouver School Board

The Committee helped design and implement the consultation approach; draft and finalize the Strategy; develop a framework to ensure its implementation; and stage a roundtable in support of Vancouver becoming a Learning City.



The key to establishing and maintaining a learning community is involving the community. It must cater to learners of all ages and levels of learning. It must be non-threatening and accessible.

(R. Purcell, M. Bellow and S. Ross, Turning on Learning Communities, 2000)

Consultation Approach:

The Executive Committee, with the assistance of a consultant, designed a consultation approach which provided opportunities for community involvement and input. This approach included but was not limited to:

- A number of personal interviews with learners at the Renfrew Branch of the Vancouver Public Library. These interviews addressed such questions as: Where does learning take place in your life? What or who inspires you to learn? What limits your ability to learn? What would assist you in your future learning? These interviews informed a lifelong learning questionnaire.
- A lifelong learning questionnaire (see page 27) which was administered at the Canucks Family Education Centre; at all Family Resource Programs in Vancouver; at a number of programs at Vancouver Community College, including Adult and Continuing Education; and at two branches of the Vancouver Public Library. In total, 258 people completed the questionnaire.
- A series of focus groups to inform the strategy. These focus groups addressed such topics as: early childhood development; youth and learning; seniors and learning; and workplace learning. Of note, a focus group was also held to address the learning needs of vulnerable youth.
- A learning roundtable was held on January 26, 2006 to facilitate dialogue and feedback into the development of the Strategy. In total, over 100 people attended this event.

This must be the community's strategy. It must reflect the views of learners and enable them to achieve their learning aspirations and dreams.

(Seniors and Learning Focus Group, 2005)

Background

Definitions:

The Executive Committee reviewed a number of definitions of a Learning City prior to deciding on the following one, which borrows from others and incorporates new components:

A learning city is a place where lifelong learning is valued and supported. It provides opportunities for lifelong learning to occur and it harnesses the collective resources of all five sectors—civic, economic, education, public and voluntary—to make this happen.

As for the emphasis on lifelong learning, the Executive Committee felt that it too needed to be defined. After reviewing a number of definitions, it decided on the following one:

Lifelong learning results from a continuously supportive system which stimulates and empowers individuals to acquire the knowledge, skills, understanding and values they require throughout their lives (Longworth and Davies, 1996).

History:

The concept of a Learning City has been circulating since the 1970s, but it did not take hold until an Organization for Economic Cooperation and Development (OECD) Learning Cities Conference in Gothenburg, Sweden, in 1992.

This conference generated interest among a group of civic and educational leaders in Britain. It also generated interest by the United Kingdom Institute for Adult and Continuing Education and, by 1995, eight cities—i.e., Derby, Edinburgh, Hull, Liverpool, Milton Keynes, Norwich, Nottingham and Sheffield—had joined to form the Learning Cities Network (later named the Learning Communities Network).

By 2005, more than 50 cities in the United Kingdom had joined the Learning Communities Network, and more than 25 towns and cities have become part of Australia's Learning Communities Network.

In 1999, pioneering work in Canada commenced in British Columbia with communities from the north Okanagan village of Lumby to the Upper Skeena mobilizing their learning resources. More recently, communities and regions such as Bamfield, the Fraser Canyon, Lillooet, Victoria and Whistler-Mt. Currie are implementing their own unique approaches to learning-based community development.

We should not be reinventing the wheel. Let's learn from what others are doing.

(Youth and Learning Focus Group, 2005)

Profile

The community of Bamfield, British Columbia, embarked on a major learning-based initiative in response to a number of significant economic and social issues, including the rapid loss of families with school aged children.

In fact, the local school population had decreased from a high of about 80 in the 1990s to a low of about 35 in 2004, prompting concerns that the school may close. Starting in January 2004, the community held a series of public consultations in support of developing a learning centre based on its exceptional educational resources as exemplified by the Bamfield Marine Sciences Centre; its outstanding outdoor recreation opportunities; and its unique coastal and marine environs. This centre evolved into a more comprehensive community-based learning approach that included the development of an enriched curriculum, a unique high school program based on coastal and marine studies and a continuing education component, as well as the establishment of a residential program to attract students from outside the community.

Context

Based on the community consultation and a review of the background documentation, the following major trends, opportunities and challenges are highlighted in order to provide the reader with a better understanding of the context in which the strategy was developed:

Trends:

- Changing Economic Base:

The economy is changing rapidly. Growing international competition is resulting in increasing pressure to enhance productivity and facilitate innovation. These factors are necessitating higher levels of education and increased investment in research and development.

- Increasing Use of Technology:

The workplace is being transformed through the introduction of new technology. This technology is enabling business and industry to do more with less, thus contributing to competitiveness and profitability. It is also impacting the workforce, increasing the demand for information technology specialists and workers with higher levels of education and skills, while displacing those without.

- Aging Population:

The aging population is having a significant impact on the workforce. Given the increasing age of the Baby Boom generation and the declining birth rate, the size of the workforce is decreasing over time, with skill shortages becoming an ongoing concern. By 2009, it is estimated that the number of retirees will begin to outnumber new workforce entrants in British Columbia.

- Increasing Diversity:

The population is becoming increasingly diverse, with most recent immigrants originating from Asia. As evidence, 54.5% of students enrolled in the Vancouver School District speak a language other than English at home. This diversity is placing increasing pressure on immigrant serving agencies, especially in the areas of cultural sensitivity and language training.

- Increasing Importance of Immigration:

The influx of new immigrants is increasingly influencing the composition of the population and workforce. By 2010, depending on inter-provincial migration, immigration will be responsible for all of the net increase in the size of the workforce in British Columbia.

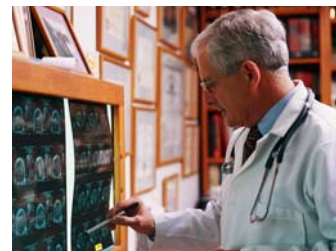
British Columbia must build upon its current education strengths and create a culture of ongoing learning in order to secure its economic and social future.

(Panel on Education, Skills, Training and Technology Transfer, Learning To Win—Ready, Set, Go, December 12, 2002)



Most new jobs will require a lot more knowledge than they did 10 to 15 years ago just because of the changing nature of technology and its pervasive nature throughout society.

(Tony Tanner, Vice-President of Education, BCIT, August 16, 2005)



- Increasing Educational Options:

There is an increasing array of educational options available to learners in Vancouver, including alternate, distance, home, private and self-paced schooling, as well as French Immersion, at the K-12 level and adult learning centres and private career training institutions at the post-secondary level.

- Increasing Role of Business:

The business sector plays an important role in education and training. As evidence, 44% of surveyed businesses are providing in-house continuous training and 25% are providing external ad-hoc training, while 18% are working with local schools and post-secondary institutions, according to the BC Chamber of Commerce's 2001 Workplace Skills Survey.

- Increasing Collaboration:

There is evidence of increasing collaboration in the design and delivery of learning opportunities. For example, among the learning organizations represented on the Executive Committee, Vancouver Community College and the Vancouver Public Library are collaborating on ESL training and the Vancouver School Board and the Vancouver Public Library are collaborating on a project that will see every Grade 9 student issued a library card.

Opportunities:

- Provincial Support for Literacy:

The 2004 Provincial Throne Speech committed the Provincial government to ensuring that British Columbia is the most literate province in Canada and a global leader in literacy and learning by 2010. This announcement was followed by the establishment of the Premier's Advisory Panel on Literacy and Literacy Now, two initiatives designed to build a legacy of learning.

- Federal/Provincial Agreement on Early Learning and Childcare:

The Federal and Provincial governments have signed an Agreement on Early Learning and Child Care. As part of this agreement, British Columbia will receive over \$600 million in funding from the Federal government over the next five years. This funding will be used to achieve a number of goals, including ensuring that more children enter school prepared to succeed and providing more families with access to quality child care options. (Please note that there is currently uncertainty about the future of this agreement.)

Profile

Literacy Now aims to make British Columbia the most literate province in Canada and a global leader in literacy learning by 2010. It is a community-based planning process designed to address local literacy needs and it will be a catalyst for building awareness, facilitating networking and stimulating new programs. It will also build a provincial network to share best practices and effect change. Its goals include: increasing access to and equity of literacy initiatives; sustaining literacy initiatives; and increasing literacy learning across the life-span.



- **Olympics Legacy:**

The successful 2010 Winter Olympics bid provides a unique opportunity for the City of Vancouver to become recognized as a world-class Learning City. Whistler-Mt. Currie, the bid partner, commenced the first year of its three-year learning community partnership in April 2003. Together with Vancouver, activities and events could be initiated building to 2010. These activities and events could strengthen the provision of literacy and lifelong learning, while showcasing world-class practices.

- **United Nations Literacy Decade:**

The designation of Vancouver as a Learning City coincides with the United Nations Literacy Decade (2003-2012). This initiative, being coordinated by the United Nations General Assembly, is targeting marginalized populations under the banner of "literacy for all, voice for all, learning for all." Vancouver could make an important contribution to this initiative, sharing best practices and collaborative approaches to learning. It could also learn from the many other contributors.

Challenges:

While there are many learning initiatives in the City of Vancouver (see page 11), which are making a real difference and which need to be recognized and reinforced, there are also a number of challenges which need to be addressed. These challenges cut across all age groups, from early childhood to later life.

- **Early Childhood Development:**

About 25% of young children in Canada are developmentally vulnerable at school entry according to the National Longitudinal Survey of Children and Youth. In Vancouver, developmental vulnerability increases as one moves from the southwest to the northeast, with the proportion of vulnerable children by neighbourhood (as measured by the Early Development Instrument) increasing from 6% to 38%. Comparatively, Vancouver had the second highest vulnerability levels in the Province. This vulnerability tends to track forward as these children move through school.

- **Childhood and Early Adolescence:**

About 20% of Grade 4 and about 15% of Grade 7 students in the Vancouver School District did not meet reading comprehension expectations according to the 2003/04 Foundation Skills Assessment.

- **Later Adolescence and Early Adulthood:**

About 65% of Grade 12 students in the Vancouver School District who responded to the 2003/04 Satisfaction Survey were not satisfied with what they were learning at school, while 73% and 58% respectively did not feel prepared for employment or post-secondary education.

About 20% of students in the Vancouver School District in 2003/04 did not complete Grade 12 within six years of entering Grade 8 for the first time. This measure is known as the Dogwood Completion Rate. Of note, some students will graduate after the six year period.

About 86% of aboriginal students in the Vancouver School District in 2003/04 did not complete Grade 12 within six years of entering Grade 8 for the first time. During the previous four academic years, the percentage of aboriginal students who did not complete Grade 12 within six years of entering Grade 8 for the first time decreased from 78% in 1999/00 to 72% in 2002/03. Of note, some students will graduate after the six year period.

About 30% of Grade 12 graduates attend colleges and universities in British Columbia and 19% of them obtain a degree. Thus, for the majority of students, they do not pursue post-secondary education, which is of concern, given that 85% of new job openings will require education beyond a basic high school diploma (BC Ministry of Advanced Education and Human Resources Development Canada, 2003).

About 69% of parents want their child to receive a university education according to Industry Training and Apprenticeship Commission (ITAC) research, while about 60% of new job openings to 2008 will be in skilled trades and technology jobs in British Columbia. This means that the majority of parents automatically rule out a large portion of career options for their child.

- Adulthood:

About 40% of adults (16+) in British Columbia scored below level 3 in prose literacy (the knowledge and skills required to understand and use information from texts) on the 2003 International Adult Literacy and Skills Survey. Level 3 in prose literacy is the desired threshold for coping with the increasing skill demands of a knowledge-based economy and society.

About 49% of adults (16+) in British Columbia scored below level 3 in numeracy (the knowledge and skills required to effectively manage the mathematical demands of diverse situations) on the 2003 International Adult Literacy and Skills Survey. Level 3 in numeracy is the desired threshold for coping with the increasing skill demands of a knowledge-based economy and society.

- Workforce:

About 75% of surveyed businesses expected to see an increase in employment in the future, while 60 percent of them anticipated experiencing difficulties in finding qualified workers according to the BC Chamber of Commerce's 2001 Workplace Skills Survey.

- Later Life:

About 80% of seniors (65+) in Canada scored below level 3 in prose and document literacy on the 2003 International Adult Literacy and Skills Survey. Level 3 in prose and document literacy is the desired threshold for coping with the increasing skill demands of a knowledge-based economy and society.

We need to address societal perceptions regarding trades training. There are major skill shortages in the trades, yet few people champion such careers. We also need to place greater emphasis on apprenticeships and on-the-job training.

(Personal Interview, 2005)

Organizing Framework

The Executive Committee examined a number of learning models in which to act as an organizing framework. It was felt that the preferred model should be inclusive of all ages and facilitate seamless transitions. It was also felt that it should recognize the importance of informal learning and take a holistic approach. Regarding the latter, it was felt that it should not be confined to cognitive development but also encompass creative, emotional, ethical, physical, social and spiritual development.

The Committee felt that none of the examined models met all of the above criteria. As such, it supported the following framework which outlines an inclusive, progressive approach to learning, supplemented by two models which illustrate the different environments in which learning occurs and the dimensions of learning. While somewhat linear, the Committee felt that the preferred framework did acknowledge the complexities involved in creating a culture of lifelong learning.

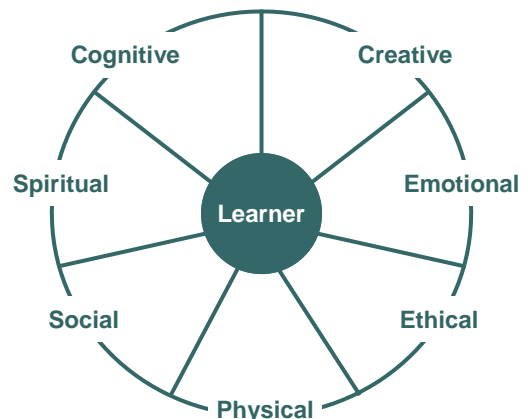
Lifelong Learning Framework

Early Childhood	Childhood and Early Adolescence	Later Adolescence and Early Adulthood	Adulthood	Later Life
<p>Promote the importance of prenatal care and education</p> <p>Emphasize parental involvement in early learning</p> <p>Focus on providing the best possible conditions for early learning—a nurturing, secure and stimulating environment</p> <p>Connect families to community services—e.g., healthy beginnings, story times, etc.</p> <p>Focus on early literacy, creativity, inquiry and physical activity</p> <p>Identify and address barriers to learning—e.g., parental capacities, learning disabilities, etc.</p>	<p>Emphasize parental involvement in learning</p> <p>Connect children to community services—e.g., community centres, libraries, etc.</p> <p>Cultivate a joy of learning and a sense of inquiry</p> <p>Encourage involvement in arts, cultural, recreation and sports activities</p> <p>Develop strong analytical and technological skills</p> <p>Focus on literacy and numeracy</p> <p>Foster civic engagement and social responsibility</p> <p>Identify and address barriers to learning—e.g., learning disabilities</p>	<p>Cultivate a lifelong learning perspective</p> <p>Emphasize individual responsibility for learning</p> <p>Develop strong analytical and technological skills</p> <p>Focus on applied studies and career readiness</p> <p>Foster civic engagement and social responsibility</p> <p>Increase rates of secondary school graduation</p> <p>Develop seamless transitions between secondary and post-secondary systems</p> <p>Expand capacity for post-secondary education and training, including apprenticeship programs</p> <p>Increase post-secondary completion rates</p> <p>Identify and address barriers to learning</p>	<p>Cultivate a lifelong learning perspective</p> <p>Enhance adult literacy and numeracy</p> <p>Foster civic engagement and volunteerism</p> <p>Provide a range of adult and continuing education programs</p> <p>Workforce</p> <p>Encourage employers to create a culture which embraces lifelong learning</p> <p>Encourage employers to facilitate learning while on the job—e.g., job coaching</p> <p>Facilitate re-entry into the workforce for displaced and older workers</p> <p>Increase collaboration between business, labour and education around training</p> <p>Identify and address barriers to learning</p>	<p>Cultivate a lifelong learning perspective</p> <p>Enhance senior literacy and numeracy</p> <p>Foster civic engagement and volunteerism</p> <p>Promote inter-generational linkages and mentoring opportunities</p> <p>Provide learning opportunities in comfortable, non-threatening settings—e.g., libraries, seniors centres, etc.</p> <p>Identify and address barriers to learning—e.g., ageism, transportation, etc.</p>

Four Learning Environments



Seven Dimensions of Learning



Five Major Themes Based on the Consultation

- Inspiring, Motivating and Supporting Learning:

The importance of creating an inspiring, motivating and supportive environment for lifelong learning to occur. Consultation participants stated that all citizens should be seen as learners, capable of improving themselves and contributing to society. It was also stated that the inspiration and motivation for learning must start young, through parental modeling and support, and continue throughout life. Participants cited the following potential sources of inspiration: family members, co-workers, educators and friends, as well as the desire to improve one's employability and income earning potential.

- Raising Awareness:

The importance of raising awareness about the benefits of lifelong learning and about available opportunities. Consultation participants stated that many people, especially those most in need, do not take advantage of available opportunities due to a lack of information. It was also stated that many people are unaware of the range of opportunities, both formal and informal, available to them. Participants emphasized the need for more accessible information targeting learners of different abilities, ages, cultures and interests.

- Ensuring Accessibility:

The importance of ensuring access to lifelong learning opportunities. Consultation participants stated that there are many barriers to access, including inability to speak or understand English, inadequate information, inconvenient scheduling, lack of affordable childcare, limited income, little discretionary time, low literacy skills, etc. It was also stated that these barriers needed to be addressed if everyone with the desire to learn is to achieve his or her learning aspirations.

- Facilitating Seamless Transitions

The importance of facilitating seamless transitions between early childhood and school; between elementary and secondary school; and between secondary school and employment or post-secondary education. Additionally, the importance of cultivating a lifelong learning perspective. Consultation participants stated that too many learners are poorly prepared to make the transition, lacking essential skills, information or the motivation to succeed. It was also stated that learning organizations needed to develop transitional strategies.

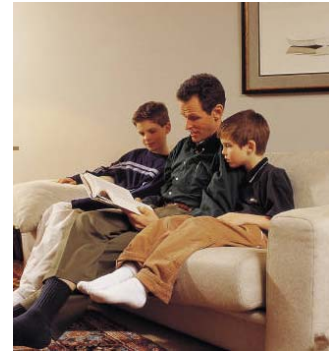
- Building Coalitions and Partnerships:

The importance of building coalitions and partnerships in support of lifelong learning. Consultation participants stated that all five sectors—civic, economic, education, public and voluntary—needed to work together to address barriers to access, to develop opportunities and to facilitate seamless transitions. It was also stated that coordinated action will create efficiencies and reduce duplication, while ensuring improved educational outcomes.

Consultation participants felt that these five major themes should guide the Coalition for Action in its deliberations, including establishing priorities, directing funds and evaluating success.

Relationship to Other Initiatives

The Executive Committee emphasized the need for the Strategy to build upon and relate to other learning initiatives, both past and present, in Vancouver. It was noted that what all these initiatives have in common is a desire to improve learning outcomes.



During the consultation, participants cited projects, reports and studies related to learning. They also cited individuals, groups and organizations which they felt were doing good work in this area. Based on this input, information was collected, analyzed and used to inform the Strategy.

Profile

The following are some of the learning initiatives and research highlighted as part of the seven strategic areas in this Strategy:

Early Childhood:

- Agreement on Early Learning and Childcare
- Early Development Instrument
- Joint Council on Childcare
- Moving Forward Childcare Report
- United Way Success by 6 Initiative
- Vancouver Early Childhood Development Memorandum of Understanding
- VPL Ready to Read Program
- Windows of Opportunity Coalition

Later Childhood and Early Adolescence:

- Aboriginal Education Programs
- Arts and Cultural Programming
- Centres for Learning—Science World, the Vancouver Aquarium, etc.
- Eagle High
- Pair Up and Learn (PAL) Program
- Staying in School, Staying on Track
- United Way School Aged Children Initiative
- VPL Get Carded Program and Homework Help

Later Adolescence and Early Adulthood:

- Arts Umbrella
- My Circle Program for Newcomer Youth
- Youth Cultural Buddy Program
- Youth Leadership Levels 1 and 2

Adulthood:

- Adult and Continuing Education
- Adult and Family Literacy Programs
- Community School Programming

Workforce:

- Closing the Skills Gap Report
- Essential Skills Research Project
- Power Symposium: Perspectives on Work, Education and Responsibility
- The Big Picture Up Close Report
- VPL Career and Job Search Programs

Later Life:

- SFU Seniors Program
- UBC Ageless Pursuits and Third Age Partners in Learning
- VPL Seniors Outreach

Vision Statement

Vision Statement:

Based on the consultation, the following vision statement was developed. This statement takes into consideration what participants felt was important in creating a culture which is conducive to lifelong learning in Vancouver.

Vancouver is a place which recognizes, values and celebrates learning; a place where all sectors work together to ensure access to learning; a place where learning is seen as being integral to addressing social, economic and environmental challenges; a place where citizens accept learning as an essential part of their lives; and a place where citizens take responsibility for learning throughout their lives.

For people to buy into the vision, they need to know how it will benefit them or their organization. They also need to know that there is a commitment to implement it.

(Youth and Learning Focus Group, 2005)



Vancouver Learning City; 2020:

During the consultation, a number of participants had difficulty visualizing how the Strategy would change or impact Vancouver. Some of these same participants also challenged the Executive Committee to develop an end destination or preferred state of affairs. As such, the following description was developed for Vancouver in 2020.

Learning will commence at birth. Every child will have a caring, nurturing, safe and stimulating environment in which to develop and grow. Parents will play a critical role in their child's development, building early literacy skills and cultivating a joy of learning and a sense of inquiry. Families will be supported by a continuum of community services, from healthy beginnings programs to quality childcare, which will build upon family and individual capacities and identify and address potential barriers to learning. At age six, every child will not only be ready for school—cognitively, emotionally, physically and socially—but will be equipped to reach their potential.

Children, whether at home, in the community or at school, will be exposed to new experiences and ideas and will be encouraged to pursue individual interests. They will develop strong analytical, social and technical skills and will be proficient in literacy and numeracy. Parents will play a pivotal role, providing assistance, encouragement and support. Children will be encouraged to explore their artistic and creative sides through community and school based activities, as well as contribute to community through volunteering. Youth will focus on applied studies and career readiness. They will also develop a lifelong learning perspective and take responsibility for their own learning, as well as a cultivate a sense of ethical practice and social responsibility. For those who struggle, a range of community supports and school programs will be in place to ensure that they are prepared for the transition to adulthood.

Youth and young adults will be ready and equipped for employment or post-secondary education. For the former, they will have a good work ethic and marketable skills. For the latter, they will seamlessly transition from high school to post-secondary studies, which build toward employment. Barriers to access, such as high entrance requirements and tuition fees, will be addressed, ensuring that those who want to learn can do so. Post-secondary studies will be supplemented by a range of adult and continuing education programs catering to different abilities, ages, cultures and interests. These programs will include basic literacy and language courses, which will equip participants with the knowledge and skills necessary for further learning, while facilitating civic engagement and social inclusion.

Adults will be encouraged to continue learning throughout their lives, whether for career, job or personal reasons. They will also be encouraged to explore artistic, creative and spiritual interests, and leisure and recreational pursuits, thus enabling them to live fuller, richer lives, while preparing them for later life, when they will likely have more discretionary time. Learning will not be confined to the classroom but will occur in a multitude of settings, including at home, in community facilities such as libraries, informally with friends, through participation in cultural activities and events, as a result of volunteering and in the workplace.

Workers will be empowered to take responsibility for their own learning, capitalizing on the options available to them, while creating their own learning opportunities. Business and labour will create a culture of learning which embraces competency development and continuous improvement. Education and training will be seen as an investment; a way of enhancing productivity and competitive advantage, while building internal capacity, local knowledge and worker loyalty. As such, workers will be able to respond and adapt to change, including employment and technological shifts, which may necessitate new work situations or career tracks.

Later life will open up an array of new learning opportunities, from general interest to applied studies. The elderly will seek out volunteer work, from reading to young children or tutoring new Canadians. Given skills shortages associated with an aging population, some will also act as coaches and mentors to younger workers or participate in the workforce on a casual or part-time basis.

Section 1: Inspiration and Motivation

Introduction:

Learning is inspired by people or events in one's life. It is also motivated by a desire to improve oneself or one's situation. Regardless of the reason, one needs to be inspired or motivated to learn and to continue learning throughout one's life.

Based on the lifelong learning questionnaire, the vast majority of respondents identified one or more people who inspired them to learn, typically a parent, sibling or teacher. This inspiration, usually in the early or formative years, had a lasting impact far beyond the time of direct contact or influence.

A number of respondents also identified a motivating factor such as a desire to enhance their employability or income earning potential. This motivation typically occurred in later adolescence and adulthood, and had a direct relationship to career or personal aspirations.

Assets and Opportunities:

Assets and opportunities in the area of inspiration and motivation include:

- Family and Friends
- Coaches, Educators and Mentors
- Community Leaders
- Adult and Family Literacy Programs
- Childcare, Family Resource and Parenting Programs
- Continuing Education Publications—Learner Profiles
- Ethnic and Faith-Based Programming
- Media—Family Literacy Day, Raise-a-Reader Campaign
- Public Art—Community Public Art Program

Challenges and Gaps:

Challenges and gaps that inhibit inspiration and motivation from occurring include:

- lack of parental encouragement and support;
- lack of positive role models;
- lack of recognition for learners of all abilities and ages;

My father inspired me to learn. He read to me as a child and assisted me with my homework. He also recognized my accomplishments and encouraged me to pursue university.

(Lifelong Learning Questionnaire Respondent, 2005)

Profile

The Hume Global Learning Village (Australia) developed a postcard project to make everyone, from school children to the elderly, aware of the learning opportunities available to them, while, at the same time, providing an informal audit of the learning aspirations of citizens. Everyone was provided with a free postcard, and on a set day, they were asked to write what they would like to learn, where they learned and who inspired them to learn. The returned postcards were reviewed and summarized, with selected postcards being profiled in the local media.

Hume Global Learning Village, [Learning Together](#), 2004)

My Grade 4 teacher inspired me to learn. She brought words to life by asking her students to envision the words they read and by having them use art, music and other forms of expression to tell the story. She recognized that students learn in different ways and that they must use all of their senses.

(Personal Interview, 2005)

- influence of socio-economic factors, including low levels of education and literacy, poverty, unemployment, etc.;
- concerns about school curriculum practicality and relevance;
- cultural or language barriers;
- limited awareness about the benefits of lifelong learning;
- peer and family pressures that discourage educational achievement;
- perceptions that learning will not make a difference in one's life.



Profile

Raise-a-Reader started in Vancouver in 1997 and has since raised over \$2.45 million dollars in support of children and family literacy in British Columbia, while raising the profile of this issue.

Proposed Goal:

To inspire and motivate people of all abilities to learn and to continue learning throughout their lives.

Suggested Strategies:

Suggested strategies to inspire and motivate people to learn and to continue learning throughout their lives include:

- support positive parenting programs, which equip parents with the knowledge and skills to inspire, motivate and support their child's learning;
- develop mentoring programs whereby learners inspire, motivate and support others to learn;
- enfranchise the disadvantaged and marginalized as learners, motivators and teachers;
- profile learners of different abilities, ages and cultures in the local media, highlighting their aspirations, achievements and the challenges they faced;
- recognize the achievements of learners of different abilities and ages, including non-academic recognition such as class attendance, contribution to community, etc.;
- work with learners on curriculum and program design, particularly regarding its perceived practicality and relevance;
- work with youth serving organizations to promote pro-learning attitudes—e.g., “learning is cool;”
- hold a city-wide inquiry into lifelong learning to identify and share promising practices;
- celebrate the ethnic diversity of the city; recognizing the fact that each ethnic community has its own culture of learning;
- host a festival of learning whereby learning organizations showcase their programs and highlight the life changing benefits of lifelong learning;
- recognize and award programs that demonstrate excellence and innovation in learning;
- recognize and support different learning styles;
- support arts and cultural programming, including public art, which facilitates cultural understanding and stimulates dialogue, inquiry and learning.

Section 2: Early Childhood

Introduction:

The research reports that a child's brain development in the first six years of life sets the foundation for lifelong learning, behaviour and health. It also reports that positive early childhood experiences increase school readiness and later school success.

The research cites a number of factors which influence early childhood development, including: parental education, parenting style, family income, neighbourhood socio-economic characteristics, and access to quality parenting and child development programs.

Current Situation:

In 2001, the UBC Human Early Learning Partnership conducted research into early childhood development in Vancouver. More specifically, it conducted a developmental assessment of all kindergarten children within the Vancouver School District using a statistical index called the Early Development Instrument (EDI). This index measures the readiness for school in five dimensions of child development: language and cognitive development; communication skills and general knowledge; emotional maturity; social competence; and physical health and wellbeing.

According to the EDI, there are significant differences in developmental vulnerability across the 23 neighbourhoods in Vancouver. In fact, developmental vulnerability followed a gradient across Vancouver, such that, as one moved from the southwest of the city to the east and north central neighbourhoods, the proportion of vulnerable children on at least one dimension of the EDI increased from 6% to 38%. This pattern tended to follow socio-economic differences.

The Human Early Learning Partnership also conducted a Community Asset Mapping Project (CAMP) in Vancouver. According to the CAMP, there was a ten-fold difference in neighbourhood childcare accessibility rates across Vancouver, with the least-served neighbourhoods being located on the east side. It also found that childcare and development programs were under-funded and unstable and that the current spending per child (0 to 5) on these programs was less than one-sixth of that spent on public education starting at age 6.



There is substantial evidence that the quality of early childhood experiences has long term effects on an individual's performance in the educational system.

(Margaret McCain and Fraser Mustard, Early Years Study, April 1999)

Profile

The **Joint Council on Childcare** derives from a joint protocol signed between the City of Vancouver, the Vancouver School Board and the Vancouver Park Board, as well as research and community service providers. Members are committed to advancing child development in Vancouver through: (1) integrating and maximizing existing resources; (2) raising public awareness about child development issues; and (3) advocating to the senior levels of government for a partnership approach in building a publicly funded childcare and development system.

Profile

The **Windows of Opportunity Coalition**, a community partnership of child development stakeholders and funders, facilitated a public consultation with over 2,500 families in Vancouver. This consultation resulted in actions on which to build a city-wide vision for children and families. Some of the highlights included: expansion and improvement of existing services rather than creation of new ones; designation of schools as community hubs; development of a universally accessible childcare system; enhanced services in all areas relevant to parenting and transitions; and increased collaboration and coordination of services.

Assets and Opportunities:

Assets and opportunities that support learning and development during early childhood include:

- Arts Umbrella
- City of Vancouver Moving Forward Childcare Report
- Community Asset Mapping Project / Early Development Instrument
- Community Health Centres—Infant and Early Childhood Program
- Family Literacy Programs
- Family Place Programs and Resource Centres
- Federal/Provincial Agreement on Early Learning and Childcare
- First Call (BC Child and Youth Advocacy Coalition)
- Healthy Beginnings Programs
- Home Instruction for Parents of Preschool Youngsters (HIPPY)
- Human Early Learning Partnership—The CHILD Project
- Joint Council on Childcare
- Licensed Childcare Programs
- Parent-Child Mother Goose Program
- Parks and Recreation Facilities and Programming
- United Way Success by 6 Initiative
- Vancouver Public Library Ready to Read Program
- Westcoast Childcare Resource Centre / Mobile Lending Service
- Windows of Opportunity Coalition / Open Doors to Learning
- YWCA of Vancouver—Three Point Plan for Childcare

Challenges and Gaps:

Challenges and gaps that inhibit learning and development from occurring in early childhood include:

- limited parental knowledge about early childhood development;
- limited supports in all areas relevant to parenting and transitions;
- concerns about children who are in government care;
- concerns about the separation of childcare and early learning;

Profile

Moving Forward Childcare Report (August 27, 2001), provides an overview of the status of childcare services in Vancouver and sets forth a ten-year plan of action. Some of the key findings include: that early childhood development services are fragmented and poorly coordinated; that program financial stability is an ongoing concern; and that access to quality childcare and development programs is usually dictated by income. In fact, children from higher income families are three times more likely than children from lower income families to have access to quality early childhood development opportunities.



Profile

The **Vancouver Early Childhood Development Memorandum of Understanding** describes how public agencies, in consultation with community service providers and others, can work together to develop and implement an Early Childhood Development Plan for the City of Vancouver.

- cultural or language barriers;
- inadequate nutrition—issues related to food security;
- inequitable distribution of childcare and development programs;
- lack of service coordination;
- lack of consistent, long-term and sustainable funding;
- inflexible scheduling—suitability for dual income families;
- inflexible workplace policies that negatively impact parenting;
- lack of affordable, licensed, quality childcare;
- lack of drop-in and outreach services;
- uncertainty about the future of the Federal/Provincial Agreement on Early Learning and Childcare.

Proposed Goal:

To place greater emphasis on early childhood development, ensuring that children are cognitively, emotionally, physically and socially ready for school and life.

Suggested Strategies:

Suggested strategies that support learning and development during early childhood include:

- address socio-economic inequities (e.g., poverty) to ensure that the basic needs of all children are being met;
- advocate that the Federal government meet its obligations under the Agreement on Early Learning and Childcare;
- expand parental education and support programs;
- promote the importance of the early years in a child's healthy development and the critical role of consistent and positive parenting;
- develop a system of publicly-funded, universal access to childcare, development and learning for children from birth to school age;
- improve service coordination by establishing hubs which provide a comprehensive range of early childhood development services;
- institute family-friendly workplace policies—e.g., compressed work weeks, flex time, reduced hours, etc.;
- offer culturally appropriate programs and services;



In BC, public spending per child is approximately \$6,600 in the K-12 age range but only \$1,000 per child at childcare and development programs. There is no justifiable logic for arbitrarily setting school entry as the age at which we provide publicly-funded, universal access to opportunities for development and learning. Indeed, the research indicates that the developmental opportunities we should be collectively providing from age 0 to 5 are equally if not more important. Therefore, early child development should be funded to at least the same level that we have established for the K-12 system.

(Clyde Hertzman, [Making Early Childhood Development a Priority](#), May 2004)

Profile

First Call (BC Child and Youth Advocacy Coalition) is a cross-sectoral, non-partisan coalition. Its partners work together on public education, community mobilization and policy advocacy to ensure that all children and youth have the opportunities and resources required to achieve their full potential and to participate in society.

- provide consistent, long-term and sustainable funding for programs, services and supports targeting the early years;
- utilize community health nurses during the entire 0 to 6 period to educate parents and to identify and address learning disabilities;
- utilize schools more effectively for early childhood development.

Section 3: Later Childhood and Early Adolescence

Introduction:

Later childhood and early adolescence is a critical period in one's life, as it is marked by a host of changes internally related to biological and cognitive development, as well as externally, in terms of how and with whom one's days are spent.

Development steps during this period include school adjustment, academic achievement and getting along with peers. Despite the importance of this period (in contrast to early childhood and later adolescence), the factors that influence it are not well understood.

Current Situation:

While most children will make a successful adjustment to school, about a quarter will struggle as a result of their lack of readiness, cognitively, emotionally, physically or socially. Many of these students will catch up through a combination of family, community and school supports; however, some will continue to struggle, placing them at risk of grade failure and possible drop-out.

In fact, in Vancouver, it has been shown that as much as 60% of the between-school variation in basic competency tests at Grade 4 can be explained by a combination of kindergarten vulnerability rates, using the Early Development Instrument (see page 16), as well as the socio-economic status of the catchment area of the school.

Regarding competency testing, about 20% of Grade 4 and about 15% of Grade 7 students in the Vancouver School District are not meeting reading comprehension expectations according to the 2003/04 Foundation Skill Assessment. Of note, many researchers in this area of study have argued that competency testing is only one measure of school success and that socio-emotional measures should be considered, including empathy for others, feelings of safety, happiness, relationships with others, etc.

Profile

The **United Way School Aged Children Initiative** will support and promote the wellbeing of children and enhance their ability to grow into healthy adults. Using a prevention and early intervention approach, it will help improve community planning and collaboration around services for children aged 6 to 12 years and their families. As part of this initiative, the United Way is also working with the University of British Columbia on a research project to explore how and where children spend their out-of-school time, what they need and what is the relation between children's experiences during and after school time and their social, emotional and school adjustment.



While infants and youth have garnered much public attention in recent years, most of childhood falls quietly between these two high profile periods.

(Hanvey, 2002)

Profile

Eagle High is a special education and counseling program for 30 high needs Grade 8 to 12 students who require a greater level of support than regular high school or other alternate programs offer. It integrates an academic component with individual and group counseling.

Recreation, leisure, arts and culture are essential to psychological and spiritual well-being. Through these activities, children are able to gain new skills, build relationships, gain confidence and a sense of self-worth and learn social norms and values.

(R. Mahon, School-Aged Children Across Canada: A Patchwork of Public Policies, 2001)



Assets and Opportunities:

Assets and opportunities that support learning and development during later childhood and early adolescence include:

- Aboriginal Education Programs / Enhancement Agreement
- Arts and Cultural Programming
- Before and After School Programming / Out-of-School Care
- Centres for Learning—Science World, Vancouver Aquarium, etc.
- Community Centre and Neighbourhood House Programming
- Community Service and Volunteer Work
- Eagle High—Special Education and Counseling School
- Ethnic and Faith-Based Programming
- Family Literacy Programs
- Mentoring—Big Brothers and Big Sisters
- Pair-up and Learn (PAL) Program
- Parks and Recreation Facilities and Programming
- Roots of Empathy Program
- Staying in School, Staying on Track Program
- United Way School Aged Children Initiative
- Vancouver Public Library Get Carded Program and Homework Help
- Vancouver School District K to 12 and Alternate Programming

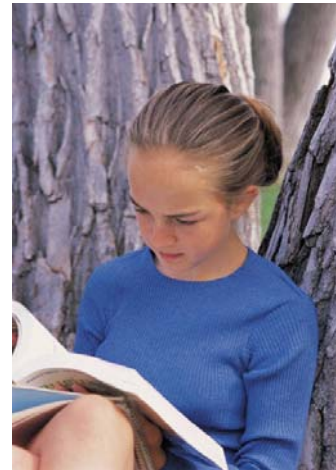
Challenges and Gaps:

Challenges and gaps that inhibit learning and development from occurring during later childhood and early adolescence include:

- limited parental knowledge of the importance of these years;
- limited supports in all areas relevant to parenting and transitions;
- cultural or language barriers;
- financial barriers to participation;
- impact of the Internet—can facilitate or hinder learning;
- inflexible workplace policies that negatively impact parenting;

We place too much emphasis on academics and not enough on creating caring, contributing and socially responsible citizens.

(Lifelong learning Questionnaire Respondent, 2005)



Profile

The **Aboriginal Education Enhancement Agreement**, a working agreement between the Vancouver School Board, the Ministry of Education and local aboriginal communities, commits the School District and the community to establishing and achieving improvements for aboriginal learners. It will build upon existing **Aboriginal Education Programs**, which serve over 2,000 aboriginal students within the School District. These programs include an Aboriginal Early Literacy Project, an Aboriginal Literacy Mentor Program, Aboriginal Literature Circles and Aboriginal Learning Resources.

- lack of affordable, licensed, quality out-of-school care;
- lack of before and after school programming;
- lack of programs and services targeting these years;
- lack of service coordination;
- lack of social supports;
- limited information about available resources and services;
- limited research into these years;
- low participation rates in arts, cultural and recreational programs;
- peer pressures to conform—"learning is not seen as being cool;"
- too little attention paid to the other dimensions of learning—creative, emotional, ethical, physical, social and spiritual;
- too much emphasis on examinations and academic success.

Proposed Goal:

To develop, enhance and support cognitive, creative, emotional, physical and social competencies that promote learning and development and that contribute to confidence and resiliency.

Suggested Strategies:

Suggested strategies that support learning and development during later childhood and early adolescence include:

- address socio-economic inequities (e.g., poverty) to ensure that the basic needs of all children and adolescents are being met;
- expand parental education and support programs;
- involve parents in schools and in their child's education—facilitate community access to and use of schools;
- adapt learning methodologies to the learner, supporting more experiential, flexible, hands-on and interactive learning;
- cultivate a joy of learning and a sense of inquiry;
- encourage and recognize community service and volunteer work;
- encourage, facilitate and support participation in arts, cultural, recreational and sports programming;
- expand affordable, licensed, quality out-of-school care;
- expand after school programming that promotes active learning;
- foster civic engagement and social responsibility;

Profile

The Importance of Middle Childhood: A Research Plan emphasizes the importance of utilizing a strengths-based approach to middle childhood which builds upon individual, family, school and community assets. Individual assets include personal responsibility, positive self-esteem, problem-solving skills, sensitivity towards others and supportive peers. Family assets include adult role models, parental involvement in a child's life and time spent with family. School assets include connectedness to school, effective involvement, participation in after school activities and supportive environments. Community assets include connectedness, effective prevention policies and positive community norms and values.

(Kimberly Schonert-Reichl, October 4, 2005)



My Grade 8 teacher was excellent. She believed in me and provided me with encouragement and support. I think I could have completed high school if more people would have seen the potential in me.

(Youth and Lifelong Learning Focus Group, 2005)

- implement policies and programs that support children with developmental vulnerabilities upon school entry to reach their full potential;
- increase supports to learners—e.g., homework clubs, learning centres, tutorial assistance, etc.;
- involve learners in curriculum and program design and delivery;
- make greater use of learning technologies in the classroom and at home;
- offer culturally appropriate programs and services;
- provide mentoring programs both in and out of school;
- institute family-friendly workplace policies—e.g., compressed work weeks, flex time, reduced hours, etc.;
- place greater emphasis on early intervention and prevention programs;
- support community-based learning resources—e.g., Science World, Vancouver Aquarium, etc.

Section 4: Later Adolescence and Early Adulthood

Introduction:

Later adolescence and early adulthood is a critical period in one's life, as it is a time of preparation and transition.

Development steps during this period include completing high school, establishing career objectives, acquiring further education or training, obtaining employment, securing independent housing, and, possibly, establishing a family.

For those who do not complete high school or pursue further education or training, many will find themselves trapped in cycles of unstable work and dependency, a situation that often leads to low self-esteem and poverty.

Current Situation:

About 20% of students in the Vancouver School District in 2003/04 did not complete Grade 12 within six years of entering Grade 8 for the first time. Of note, the percentage was far higher (86%) for aboriginal students in the Vancouver School District in 2003/04. Please note that some students will graduate after the six year period.

About 30% of high school graduates attend colleges and universities in British Columbia and 19% of them obtain a degree. Thus, for the majority of students, they do not pursue post-secondary education, which is of concern, given that 85% of new job openings will require education beyond a high school diploma (BC Ministry of Advanced Education and Human Resources and Skills Development Canada, 2003).

About 69% of parents want their child to receive a university education according to Industry Training and Apprenticeship Commission (ITAC) research, while about 60% of new job openings to 2008 will be in skilled trades and technology jobs in British Columbia. This means that the majority of parents automatically rule out a large proportion of career options for their child.



Estimates that traditional approaches to education just do not work for approximately 30 percent of children, teens and adults are relatively consistent. There are many who believe that educators need to stop trying to wrap learners around a system that does not work for them and, instead, begin wrapping interventions around them – in a more holistic and inclusive way.

(Stacey Huget, [The Big Picture Up Close](#), March 2002)

**Profile**

The **Youth and Lifelong Learning Focus Group**, attended by 18 youth and held at Broadway Youth Services Centre on December 8, 2005, explored a number of issues related to mainstream and alternate schooling. Participants were asked to identify positives and negatives associated with both forms of schooling, as well as suggestions for improvement. Regarding positives, participants identified opportunities for friendship and social interaction and participation in arts, cultural and extracurricular activities. Additionally, for alternate schools, participants identified flexible hours, hands-on activities, self-paced studies and support services. Regarding negatives, participants identified incidences of bullying and racism; irrelevant and rigid curriculums; judgmental teachers; lack of individual attention and one-on-one support; and over-reliance on examinations. Additionally, for alternate schools, participants identified distance to such schools, few positive role models, lack of extracurricular activities and low expectations, as well as the labeling or stigmatizing effect of attending such schools.

Assets and Opportunities:

Assets and opportunities that support learning and development during later adolescence and early adulthood include:

- Apprenticeship and Co-op Programs
- Arts Umbrella
- Career and Personal Planning Programs and Resource Centres
- Civic Youth Strategy and Vancouver Youth Outreach Team
- Community Service and Volunteer Work
- Ethnic and Faith-Based Programming
- Parks and Recreation Facilities and Programming
- Public Post-Secondary and Private Training Institutions
- Organized and Drop-In Sports
- Vancouver Board of Trade Education Task Force
- Vancouver School District K to 12 and Alternate Programming
- Youth Leadership Programs—Levels 1 and 2
- Youth Programs—Cultural Buddy, My Circle, etc.
- YWCA of Vancouver—High School Mentorship Program

Challenges and Gaps:

Challenges and gaps that inhibit learning and development from occurring during later adolescence and early adulthood include:

- lack of educational approaches that are holistic and inclusive;
- lack of positive adult role models—encouragement and support;
- concerns about curriculum practicality or relevance;
- high rates of school drop-out, especially for aboriginal youth;
- incidences of school bullying and racism;
- lack of support services—both academic and personal;
- limited experiential and hands-on learning opportunities;
- limited apprenticeship and on-the-job training opportunities;
- limited bridge or transitional programming between high schools and post-secondary institutions;
- limited career counseling and readiness support;
- too much emphasis on examinations and academic success;

School to me was a drag. I am very hands-on and don't see the need to learn about ancient Egypt. There needs to be more options for those of us who want to learn a trade and get on with life.

(Youth and Lifelong Learning Focus Group, 2005)

Profile

In 1995, City Council approved the **Civic Youth Strategy**. This strategy outlined recommendations to ensure a strong youth voice in decision-making; to promote youth as a resource to the City; and to strengthen the support base for youth in Vancouver. It also established a **Youth Outreach Team**, to act as the human face of the strategy.



We must pay more attention to our kids at-risk. If we don't, then the rest of us are at-risk too ... the risk and expense of carrying them through their lives after they drop out-of-school. Governments and communities have a role to play in this area. But if learning is one of the best weapons we have in our arsenal to combat disadvantage ... and it is ... then a wider, community-based approach is needed to make sure kids at-risk don't fall through the cracks.

(Eric Newell, Syncrude Canada, February 2001)

- low levels of participation in post-secondary education;
- negative image of trades and non-university careers;
- negative perceptions regarding future employment prospects.

Proposed Goal:

To prepare and support youth to make a successful transition to post-secondary education or employment and to equip them to participate in all facets of community life.

Suggested Strategies:

Suggested strategies that support learning and development during later adolescence and early adulthood include:

- adapt learning methodologies to the learner, supporting more experiential, flexible, hands-on and interactive learning;
- examine flexible scheduling and self-paced learning to enable students to gain workplace experience;
- expand and enhance aboriginal educational programs to improve learning outcomes for aboriginal students;
- encourage, facilitate and support participation in arts, cultural, recreational and sports programming;
- improve access to education and quality childcare for teen parents;
- increase supports for learners—homework clubs, learning centres, tutorial assistance, etc.;
- involve learners in curriculum and program design and delivery;
- make greater use of learning technologies;
- place greater emphasis on early intervention and prevention;
- facilitate a continuing dialogue between business, labour and education to design and implement a relevant curriculum;
- increase resources and support for CAPP Programs, while developing a common curriculum and providing more training for teachers;
- increase parent, student and teacher awareness of trades and technical career opportunities;
- increase student access to co-op, internship, job shadowing and mentorship opportunities that benefit career development;
- place more emphasis on the development of “soft” skills—e.g., the ability to communicate, problem-solve and think critically;
- provide more career information and counseling support.

Profile

The employment rate for young adults with low levels of education is 22 percentage points lower than for those with a high school or vocational school diploma and 28% percentage points lower than for those with a college diploma or university degree.

(Broucker, *Without a Paddle*, October 14, 2005)



Upon graduating from high school, I found myself ill equipped for work and unable to attend university for academic and financial reasons. I now find myself on the outside looking in. With few prospects, I have little hope for the future.

(Lifelong Learning Questionnaire Respondent, 2005)

Profile

Arts Umbrella is a visual and performing arts centre for children and youth aged 2 to 19. It offers multidisciplinary programming in dance, media, theatre and visual arts. On an annual basis, it engages over 30,000 children and youth and challenges them to think critically and act creatively.

Section 5: Adulthood

Introduction:

Unlike childhood and adolescence, adulthood is typically not perceived as a period of active learning, change and development. Based on the lifelong learning questionnaire, many respondents equated learning with formal education, both K to 12 and post-secondary, and with the need to prepare for the transition to adulthood and independent living, including employment. However, when the responses are probed further, most adult respondents are involved in activities, either formal or informal, which facilitate learning and development.



This learning is often in response to changes in one's life, including becoming a parent and raising a family; adapting to a new situation such as a recent move or unemployment; dealing with economic, societal and technological shifts; maintaining one's employability, especially for older workers; and preparing for retirement and later life. For some adults, learning is a natural extension of their childhood and is based on a joy of learning and a sense of inquiry.

Current Situation:

About 9.2% of adults (20+) have less than a Grade 9 education in Vancouver. (Statistics Canada uses Grade 9 as a proxy measure for literacy; the assumption being that individuals with this level of education or above are literate.) Another 12.3% of adults (20+) have Grades 9 to 13 without high school graduation in Vancouver. As such, 21.5% of adults (20+) have not completed high school in Vancouver.

About 40% of adults (16+) scored below level 3 in prose literacy (the knowledge and skills required to understand and use information from texts) and about 49% of adults (16+) scored below level 3 in numeracy (the knowledge and skills required to effectively manage the mathematical demands of diverse situations) in British Columbia on the 2003 International Adult Literacy and Skills Survey. Level 3 in prose literacy and numeracy is the desired threshold for coping with the increasing skill demands of a knowledge-based economy and society.

Profile

In the first round of **Community Literacy Planning Sessions**, held in 2004 and sponsored by **Literacy Now**, a common theme in the discussions about adult literacy was the need to bring together individuals, community organizations and public agencies who are all concerned with adults in crisis. There was recognition that adults with literacy challenges often face other pressing issues—economic, justice, parenting, social, violence, etc.—and, therefore, there is a need for more holistic and integrated approaches both to reach out to people, and to support them as they participate.

(Gavin Perryman, 2005)

Profile

The **Lifelong Learning Questionnaire** was used to obtain information relevant to learning in adulthood. It was administered at all Family Resource Programs in Vancouver; at a number of programs at Vancouver Community College; and at two branches of the Vancouver Public Library during the month of November, 2005. In total, 209 respondents (20+), or about 81% of all respondents, completed and returned the questionnaire. Respondents were asked to answer the following questions: Where does learning take place in your life? What or who inspired you to learn? How has learning improved your life? What limits your ability to learn? What would assist you in your future learning?

English is my second language and I am struggling to learn it. All my degrees and credentials from my home country mean nothing here. If I am going to succeed, I will need all the support that I can get. I will also need someone to take a chance on me.

(Lifelong Learning Questionnaire Respondent, 2005)

Assets and Opportunities:

Assets and opportunities that support continuous learning during adulthood include:

- Adult and Continuing Education Programs
- Adult English-as-a-Second Language (ESL) Programs
- Adult and Family Literacy Programs
- Arts and Cultural Programming
- BC Campus—On-Line Learning Community
- Community Centres and Neighbourhood Houses
- Community School Programs
- Community Service and Volunteer Work
- Ethnic and Faith-Based Programming
- Family Place Programs and Resource Centres
- Learning and Leading Exchanges—Langara College
- Learning Networks and Pods
- Philosophers' Café
- Public Post-Secondary and Private Training Institutions
- Vancouver Academy of Independent Scholars
- Vancouver Appreciative Inquiry Network
- Vancouver Public Library
- Workplace Learning—Coaching, Mentoring, Training, etc.

Challenges and Gaps:

Challenges and gaps that inhibit continuous learning from occurring during adulthood include:

- influence of socio-economic factors—e.g., poverty;
- age related discrimination—ageism;
- competitive nature of education—examinations, grading, etc.;
- cultural or language barriers;
- fear of institutional settings;
- high course or tuition fees;
- inadequate outreach services;

Profile

According to the **Adult Education and Training Survey**, 33.6% of British Columbians were enrolled in adult education and training activities in 2002. While the results are generally positive, the survey raises some real concerns with regard to those individuals most in need of adult education and training. For example, the lower an individual's educational level, the less likely he or she is to enroll in an adult education program. In fact, an individual who did not complete high school is five times less likely to obtain further education. Additionally, participation rates were far lower among unemployed than employed individuals. In fact, about 12.6% of unemployed individuals participated in job-related education and training activities, compared with 87.5% of employed individuals.

(Statistics Canada, 2004)



As a single mother with two young children, I am finding it increasingly difficult to continue my studies. I am exhausted at night and I am questioning if it is all worth it, especially since there is no guarantee of a job.

(Lifelong Learning Questionnaire Respondent, 2005)

- inflexible course scheduling;
- lack of affordable childcare;
- lack of prerequisites and restrictive entrance requirements;
- limited computer or technological skills;
- limited public access to computers and the Internet;
- low levels of literacy which limits the potential for further learning;
- poorly designed learning environments—unwelcoming;
- undiagnosed learning disabilities—attention deficit disorder, etc.

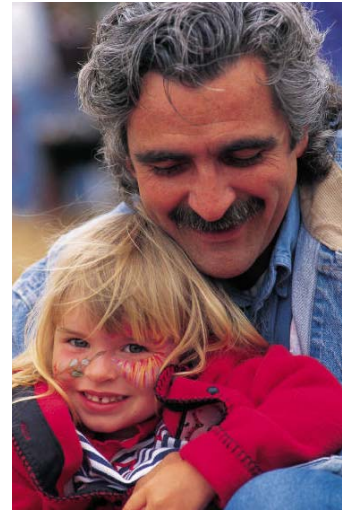
Proposed Goal:

To encourage and support continuous learning throughout adulthood.

Suggested Strategies:

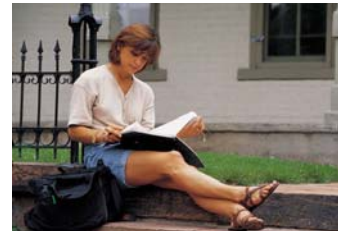
Suggested strategies that support continuous learning during adulthood include:

- address socio-economic inequities (e.g., poverty) to ensure that basic needs are being met;
- advocate for changes to welfare rules so recipients can participate in ESL, literacy and upgrading without losing their benefits;
- develop a website to link adults to appropriate learning resources;
- increase access to financial aid, including non-repayable grants;
- increase access to ESL training, including in the workplace;
- increase public access to computers and the Internet;
- provide more supports for immigrant and refugee learners;
- facilitate, promote and support informal learning;
- foster civic engagement, community service and volunteerism;
- increase access to one-on-one learning assistance and support;
- increase access to flexible, licensed, quality childcare;
- increase outreach targeting individuals who require assistance but who are currently not seeking it;
- offer courses in comfortable, non-threatening settings;
- offer more flexible scheduling—evening, weekends, etc.;
- recognize and celebrate the contributions of all learners;
- restore tuition-free Adult Basic Education.



My children inspire me to learn. I want to be the best parent that I can be. As such, I am always reading effective parenting and early childhood development books.

(Lifelong Learning Questionnaire Respondent, 2005)



Profile

Volunteer Vancouver responds to community needs and enhances the contributions of volunteers. Its programs and services include customized training workshops on board development; an on-line database of over 1,000 volunteer opportunities; project management and volunteer programs; and a resource library containing over 3,500 books and periodicals.

Section 6: Workforce

Introduction:

The workplace is increasingly seen as a place of learning. Unlike the past, when a high school diploma provided entry to most jobs and companies offered lifetime employment; today, workers require higher levels of education, as well as the capacity to adapt, learn and master changes efficiently. Essential skills, such as computer literacy, critical thinking, oral communication, numeracy, reading and writing, must be regularly updated and complemented with specific knowledge and skills acquired through training and commitment to lifelong learning.

Current Situation:

About 40% of adults (16+) scored below level 3 in prose literacy (the knowledge and skills required to understand and use information from texts) and about 49% of adults (16+) scored below level 3 in numeracy (the knowledge and skills required to effectively manage the mathematical demands of diverse situations) in British Columbia on the 2003 International Adult Literacy and Skills Survey. Level 3 in prose literacy and numeracy is the desired threshold for coping with the increasing skill demands of a knowledge-based economy and society. The unemployment rate for people at the lowest literacy level is 26% compared with 4% for those at the highest literacy level.

In Canada, it is estimated that more than 70% of all new jobs created will require some form of post-secondary education. In British Columbia, about 74% of businesses surveyed expected to see an increase in employment in the future; while 60% of these anticipate experiencing difficulty finding qualified workers (BC Chamber of Commerce, Workplace Skills Survey, September 2001). Additionally, it is estimated that the number of retirees will begin to outnumber new workforce entrants in 2009. These developments, combined with low levels of literacy, will contribute to increasing skills shortages overtime, which will impact productivity and competitiveness.

We have a looming skills shortage in BC. At the same time, we have a large pool of people, many of whom are aboriginal and at-risk youth, who are unemployed and without hope. We need target and recapture this population.

(Vancouver Learning City Roundtable Participant, 2006)

Profile

In 1994, Human Resources and Skills Development Canada launched a national research study, the **Essential Skills Research Project**. This study, based on over 3,000 interviews, identified nine essential skills, which provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. These nine skills are: reading text; document use; numeracy; writing; oral communication; working with others; continuous learning; thinking skills; and computer use.



My job offers few opportunities to enhance my skills or to advance. I have considered going back to school but I cannot afford the cost. As such, I am stuck in a dead end job with little hope for the future.

(Lifelong Learning Questionnaire Respondent, 2005)

Profile**The Power Symposium:**

Perspectives on Work, Education and Responsibility was planned and implemented by the G-28 (Group of 28 Lower Mainland School Districts, Colleges and Universities) as a means of taking concrete steps toward the future. Held on October 23, 2000, it tackled the following three questions: How is the world of work changing? What are the implications of these changes in terms of the knowledge and skills we need? What should we do in the future to ensure that we have an appropriately skilled workforce? A report was compiled based on the symposium which emphasized the need for greater collaboration between government, educators, employers and labour.

Assets and Opportunities:

Assets and opportunities in the area of workforce education and training include:

- Adult and Continuing Education Programs
- Apprenticeship and Co-op Programs
- Conference Board of Canada—Innovative Skills Profile
- Employment and Retraining Programs
- Business Organizations—e.g., the Vancouver Board of Trade
- Industry Training Authority
- On-the-Job Training—Coaching, Job Shadowing, Mentoring, etc.
- Non-Profit Sector—e.g., the Barista Program
- Public Post-Secondary and Private Training Institutions
- Technology, Innovation, Management and Entrepreneurial Centre
- Union Education and Training Centres
- Volunteer Work
- Workplace Learning Centres

Challenges and Gaps:

Challenges and gaps that inhibit workforce education and training from occurring include:

- lack of recognition of the importance of lifelong learning, both on the part of employers and employees;
- limited awareness about available learning opportunities;
- cultural or language barriers;
- low levels of literacy which limits the potential for further learning;
- few on-site learning centres;
- high cost of post-secondary and private training programs;
- limited in-house training, especially for small business employees;
- limited learning opportunities for non-unionized employees;
- lack of qualified trainers;
- lack of recognition for worker credentials from other countries;
- large untapped workforce—aboriginal peoples, at-risk youth, homeless individuals, etc.;



For employers, training and upgrading employee knowledge and skills have become not a cost but an investment—and employers now need to invest in their people even more than in their plant and equipment to remain internationally competitive.

(Roslyn Kunin and Paul Gallagher, Work-Based Training: A Key to BC Prosperity, March 2000)

Profile

Reasons why businesses do not invest in training for their employees: training cost too much (29.1%); lost production time while training (26.6%); insufficient government assistance (19.5%); lack of suitable training courses and trainers (16.5%); and concerns over losing trained workers to other organizations (11.4%).

(BC Chamber of Commerce, Workplace Skills Survey, September 2001)

- limited partnerships with First Nations;
- little recognition and value for extracurricular activities and volunteer experiences;
- lost production time while training;
- lack of tax breaks for businesses to engage in more training.

Proposed Goal:

To develop a workplace culture that embraces continuous improvement and lifelong learning.

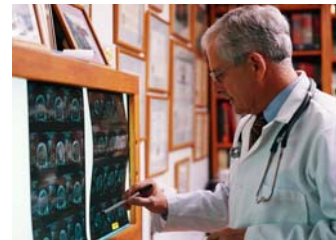
Suggested Strategies:

Suggested strategies that support workplace education and training include:

- create a workplace learning culture—e.g., provide incentives for employees to learn, provide childcare and other benefits that support learning, etc.;
- develop an inventory of employer learning programs;
- develop industry specific training programs;
- develop practical training and retention tools for smaller businesses with no such expertise or economies of scale;
- encourage employers to embrace job shadowing and mentoring;
- encourage employees to embrace lifelong learning, including formal and informal learning opportunities;
- establish a collaborative network of learning providers—both public and private;
- examine incentives for workers to engage in various forms of learning;
- facilitate a continuing dialogue between business, labour and education to design a relevant educational and training curriculum;
- hold an appreciative inquiry forum to discuss workplace learning, to document promising practices and to identify innovative strategies;
- partner with educational and immigrant serving organizations to develop workplace-based ESL programs;
- provide standardized in-house training to improve quality and enhance transferability;
- provide tax breaks and other incentives for business to engage in more training.

The concept of lifelong learning is not new but in practice, it remains an ideal. The upgrading of basic skills and literacy will better assure individuals of an improved quality of life. This is increasingly important as technology continually raises the literacy threshold. For example, Grade 12 completion is no longer a proxy for literacy, entry into employment or post-secondary education.

(BC Chamber of Commerce, Closing the Skills Gap, April 2002)



Labour needs to put training much higher on the bargaining agenda. We need workplaces that support lifelong learning and that means investing resources in learning. It also means we need learning goals built into the workplace.

(Phillip Legg, BC Federation of Labour, February 2001)



Section 7: Later Life

Introduction:

Lifelong learning implies learning in later life and, increasingly, seniors are seeking out new learning opportunities. This demand has led to the growth in the number of elder colleges and third age learning programs at universities across Canada, as well as seniors' book clubs, computer courses, genealogy circles, peer learning groups, etc.



For educated and informed seniors, the research shows that they are generally healthier, more active, more connected and more involved in their communities. For example, they are better able to access and understand information about new treatments, potential drug side effects and lifestyle changes that can enhance their health.

Despite the growth in learning opportunities and the research showing the positive benefits of education and learning, many seniors are not accessing learning opportunities, both formal and informal, for a variety of reasons.

Current Situation:

About 80% of seniors have low levels of literacy according to the 2003 International Adult Literacy and Skills Survey. Additionally, over 60% of seniors did not complete high school. Even for those who did, the education they received may not have prepared them for the demands of today's knowledge-based economy and society.

Trends:

In the future, both literacy and educational levels for seniors will rise as Baby Boomers reach retirement age. This generation is far more educated than its predecessor and is far more knowledgeable of technology and its applications. Additionally, there will be a substantial increase in the number of seniors resulting from the aging of the Baby Boom generation. In fact, in Vancouver, the number of seniors will increase from 73,572 in 2005 to 104,730 in 2020. These two trends will increase demand for learning opportunities.

Profile

Simon Fraser University's Seniors Program offers both a series of short term non-credit courses, generally running six to ten weeks, and undergraduate credit courses that could lead to a degree. It also offers a Senior Citizens Certificate Program that enables seniors to participate in university life, while gaining recognition for academic achievement.

Seniors are generally healthier and more affluent and educated than in the past. They are also more sophisticated and technically literate than in the past. These attributes are having and will continue to have a significant impact on seniors learning, increasing the demand for programming, especially that which is intellectually challenging and stimulating.

(Seniors and Learning Focus Group, 2005)

Profile

The UK Institute of Employment Studies published a report into **Learning in Later Life: Motivation and Impact** (February 2000). Some of the key findings include: (1) that 80% of learners reported a positive impact of learning on at least one of the following areas—i.e., their enjoyment of life, their self-confidence and their ability to cope; (2) that 42% of learners reported that learning improved their ability and willingness to take responsibility for their own learning; and (3) that 28% of learners reported that learning increased their participation in community, social and voluntary activities.

Assets and Opportunities:

Assets and opportunities in the area of learning in later life include:

- Adult and Continuing Education Programs
- City of Vancouver Advisory Committee on Seniors' Issues
- Community Centre and Neighbourhood House Programming
- Ethnic and Faith-Based Programming
- Heritage Vancouver
- Parks and Recreation Facilities and Programming
- Seniors Centres and Seniors Serving Organizations
- SFU Seniors Program
- UBC Ageless Pursuits and Third Age Partners in Learning
- Vancouver Public Library Seniors Programming

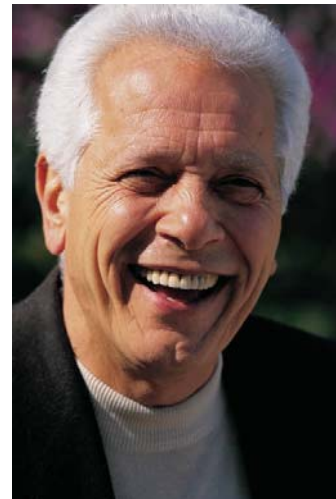
Challenges and Gaps:

Challenges and gaps that inhibit learning from occurring in later life include:

- limited awareness of the benefits of learning in later life;
- age-related disabilities;
- age-related discrimination—ageism;
- apathy—lack of motivation;
- course and tuition fees—beyond the means of many seniors;
- cultural or language barriers;
- fear of institutional settings;
- heterogeneous group with diverse needs—one size does not fit all;
- isolation and mobility limitations;
- limited exposure to computers and the Internet;
- low levels of education and literacy;
- low levels of participation in literacy and lifelong learning programs.

Profile

Vancouver Public Library offers a variety of programs of interest to seniors. It offers one-on-one computer and Internet training, including a course entitled "Internet Basics for Seniors." The Central Library Branch's History Department also offers workshops on genealogy, while several branches offer book clubs in which individuals can chat about books and discuss literature.



Generally, existing literacy and learning programs do not appeal to seniors. They are not geared to their diverse needs and interests. They are also held in places where seniors do not typically gather such as educational institutions.

(Lifelong Learning Questionnaire Respondent, 2005)

Profile

The University of British Columbia offers two programs for seniors. **Ageless Pursuits** offers a series of lectures every May and June and facilitates discussion and shared enquiry. **Third Age Partners in Learning** offers seminars during the fall and winter terms, while enabling seniors to participate in university life.

Proposed Goal:

To encourage, facilitate and support learning in later life; thus enabling seniors to be healthier, more active and involved, while providing them with opportunities to share their experience and knowledge.

Suggested Strategies:

Suggested strategies to support and enhance learning in later life include:

- address ageism which acts as a barrier to learning in later life;
- profile later life learners and their accomplishments;
- promote the benefits of later life learning—i.e., cognitive, emotional, physical, social and spiritual;
- co-locate programs to facilitate intergenerational linkages, including coaching and mentoring opportunities;
- create outreach learning opportunities targeting isolated seniors and those with mobility limitations;
- increase awareness about and interest in available later life learning opportunities;
- offer later life learning opportunities in comfortable, non-threatening settings—e.g., care facilities, seniors centres, etc.;
- offer culturally appropriate programs and services;
- provide a range of learning options, including for seniors who are not academically inclined;
- promote and support non-institutional learning and teaching opportunities—e.g., storytelling, theatre, traditional dance, etc.;
- provide consistent, stable and sustainable funding to support later life learning.

Seniors want to learn and share their experiences. They also want to be acknowledged and recognized for their contributions.

(Personal Interview, 2005)

Profile

Sweden is seeking to change its pension system to encourage the elderly to continue in working life. To this end, it is educating 40 year olds to prepare them for later life and is working to adapt the workplace for the elderly. It is also building up educational systems for the elderly and working to change public attitudes which discourage learning in later life.

Lawrence Wolff, [Lifelong Learning for the Third Age](#), 2004)



Implementation Framework**Introduction:**

The Executive Committee has proposed the following organizational framework to support the implementation of the Lifelong Learning Strategy. This framework consists of four components.

Coalition for Action:

An inclusive and representative Coalition which includes but is not limited to:

- Arts and Culture
- Business and Labour
- Community Service
- Early Childhood Development
- Education and Training
- Ethnic Communities
- First Nations
- Foundations and Funders
- Government—Local, Provincial and Federal
- Persons with Disabilities
- Seniors
- Youth and Young Adults
- Others ...

This Coalition performs the following functions:

- To raise awareness about and support for the Lifelong Learning Strategy.
- To prioritize the list of actions as contained in the Strategy on an annual basis.
- To work collectively to implement the priority actions.
- To oversee and monitor progress toward implementation of the Strategy.
- To update the Strategy every four years.
- Others ...

Executive Committee:

The Executive Committee (see page 37) is seeking to diversify its membership by including representatives from the following sectors:

- Arts and Culture
- Business and Labour
- First Nations
- Seniors
- Youth and Young Adults

This Committee will manage and oversee the activities of the Vancouver Learning City Initiative. After one year, the Coalition will nominate a select number of individuals to sit on the Committee.

Co-Chairs for the Coalition:

Currently, the Co-Chairs of the Executive Committee are Jean Rasmussen, Literacy BC and Paul Whitney, Vancouver Public Library. Both have agreed to continue acting in this capacity over the next year.

Project Coordinator:

The Executive Committee is currently seeking funding for a Project Coordinator and it is proposed that this position be housed within the Vancouver Public Library.

This individual will work closely with the Coalition and the Executive Committee and he or she will be responsible for facilitating the implementation of the priority actions.

Some of his or her specific responsibilities will include:

- working with the Coalition and the Executive Committee to ensure that decisions are carried out;
- building partnership arrangements in support of implementing the priority actions;
- creating a long-term organizational arrangement and ensuring its financial sustainability;
- monitoring progress toward implementing the Strategy and reporting results;
- updating the Strategy after four years;
- others ...

Vancouver Learning City Executive Committee Members:

The Executive Committee includes the following members:

- Marianne Drew-Pennington, Executive Director, BC Association of Family Resource Programs
- Dr. Ron Faris
- Enzo Guerriero, Director of Social Sustainability and Inclusion, Vancouver Organizing Committee for the 2010 Olympics
- Stephanie Jewel, Dean of Arts and Science, Vancouver Community College
- Chris Kelly, Superintendent, Vancouver School Board
- Carol Matusicky, Executive Director, BC Council for Families
- Jean Rasmussen, Director, Literacy BC
- Paul Whitney, City Librarian, Central Library, Vancouver Public Library